

Virginia Commission for the Arts

ARTISTS IN EDUCATION RESIDENCY HANDBOOK

Guide to Planning Successful Artist Residencies



Paul Reisler with Kid Pan Alley, Artist in Residency Program

Artists in Education Residency Program Overview

The Virginia Commission for the Arts is committed to strengthening arts education in the Commonwealth. The arts are an essential component of our communities, education, and lives. Learning in and through the arts opens horizons, builds critical thinking skills and educates people to value the rich diversity of the arts. Creative activity is a source of joy and wonder. It also nurtures the development of cognitive, social, and personal skills which lead to improved academic performances in all subjects.

Working in the arts and with artists develops the skills, knowledge and ways of thinking that allow us to address complexity and foster creative approaches to living. Working deeply in an art discipline is an important way to understand the power of the arts. Artist residencies are one way to discover that power.

This program places professional artists of various disciplines in residencies directed toward elementary and secondary students and their teachers. Residencies must be designed to reinforce the scope and sequence of curriculum-based arts instruction taught by arts specialists and provided by the school/school division. The resident artist(s) serves as a catalyst in the creative process and as a resource for arts faculty/staff, general classroom teachers, and the community. Artists and residency sponsors should be aware that the resident artist's position is not for the purpose of teaching formalized visual art, music, dance, etc., classes but rather for creating art with the participants and sharing his/her perspective as a practicing artist. This program is designed to enhance the existing arts curriculum at the schools.

This Handbook is organized to take you through the entire process of conceiving, preparing for and conducting a residency. The sponsor's or applying organization's guide is presented first; the artist's guide follows. We hope it helps sponsors and artists understand how their individual efforts contribute to producing a successful residency. Creating a residency is a collaborative process. It is important that those involved in the residency build a broad base of support to share the learning, excitement and workload.

Getting Started & Tips:

- Grant deadline is April 1, 2008 for residency sponsors
- Try to attend a Commission grant workshop held throughout Virginia in January and February of each year (contact us for dates and locations or check our website)
- Read the Virginia Commission for the Arts current Guidelines for Funding 2008-2010 and this handbook before starting the application process.
- Download the [application](#) from the Commission's website (www.arts.virginia.gov)
- Draft applications may be submitted to the Commission for comments up to six weeks before the published deadline. The submission of a draft application is not required and will not guarantee funding. All draft applications must include all the required information and attachments to be accepted for review by the Commission.
- Make sure the application is complete and has all required signatures and attachments before submitting. Contact the Commission's Arts in Education Coordinator for any questions (804)225-3132.

FOR RESIDENCY SPONSORS

ELIGIBILITY:

- **Virginia PK-12 schools** which meet the basic eligibility criteria on page 6 of the Commission's Guidelines for Funding 2008-2010
- **Private, federally tax-exempt schools** that are in compliance with the Civil Rights Act and the Rehabilitation Act.
- A **school division** may apply on behalf of several schools; however, it must comply with all Commission requirements at each school.
- **Nonprofit arts organizations** may serve as the lead applicant for an artist residency, preparing and filing the grant application, managing the funds, and coordinating the residency activities. Such residencies must be planned in partnership with schools. The residencies must include all of the required components at each participating school in addition to activities that take place at the facility of the arts organizations.

RESIDENCY PLANNING COMMITTEE & LOCAL RESIDENCY COORDINATOR:

Residency Planning Committee:

It is important for a successful artist residency to establish a planning committee. Committee members may include the site's residency coordinator (see below), arts specialist, teachers, PTA/PTO members, staff, students, parents or other interested community representatives.

The Residency Planning Committee will:

- Design a process to select an art discipline and artist that best fits the needs of their school or community organization. The artists needs to be selected before the grant is written & submitted.
- The artist may be selected from the Virginia Commission's [Artist Roster](http://www.arts.virginia.gov) which is available online (www.arts.virginia.gov) or from other resources (community, other rosters, etc.) Please don't hesitate to contact the Commission if you need help with your selection.
- Develop the grant application
- Participate in residency planning events
- Promote the residency in school or organization and in the larger community
- Assist with residency activities to ensure a successful and enriching experience for everyone involved.
- Contribute to the final report
- Convene to consider next steps and develop follow-up plans to extend or deepen the residency experience.

Local Residency Coordinator:

Each residency must have a Local Residency Coordinator. This individual is usually the art teacher or principal of the school where the residency is taking place. The Local Residency Coordinator must be able to be on-site during all residency activities, available to work with school officials and the artist(s) in implementing the program, and fully understand the needs of the school(s). It is preferable to designate a co-coordinator affiliated with each site to work with a community volunteer co-coordinator. The artist cannot serve as the Coordinator. In some cases the duties can be shared by members of the residency planning committee. If so, the specific responsibilities of each committee member must be carefully outlined before the residency begins.

The Local Residency Coordinator will:

1. Serve as the chair of the residency planning committee and act as the primary contact for the resident artist(s).
2. Organize the writing of the grant application
3. Develop contract with artist (see contract sample)
4. Assists artist with faculty/staff and school/organization procedures and provide written materials necessary to ensure an understanding of the policies and expectations of the school or organization including, but not limited to, the artist's contract for services.
5. Coordinate the residency schedule with artist, teachers and schools/organizations involved, orientation sessions, publicity, documentation, and timely and accurate reporting to the Commission (see enclosed checklist).
6. Manage/supervise the financial record-keeping of the grant
7. Have knowledge of the materials and requirements of the Commission (handbook, reporting, deadlines, etc.) before the residency begins. Public service announcements, press releases and press conferences ("meet the artist sessions") are also important.
8. Ensure that all program publicity includes funding acknowledgements.
9. Ensure that all of the teachers are invited to attend the residency orientation and planning sessions with the artist prior to the start of the residency.
10. School officials and teachers must be provided with schedules of the activities (including in-service) and program updates as needed. At least one week before the residency the Coordinator should confirm the availability of studio/work space and necessary materials, equipment or supplies requested by each artist(s) for the program.
11. Provide copies of the contract with the artist, residency schedules, and copies of publicity, reports, and any other information requested by the Commission by the published deadlines.
12. Develop and send a schedule of all residency activities to the Commission by October 1 (for fall semester residencies) or February 1 (for spring semester residencies).
13. Convene a closure meeting with artist, teachers, and staff who have participated in the residency and the residency committee members
14. Prepare and submit the final report form no later than June 15 and support materials to the Virginia Commission for the Arts.

STEPS TO PLANNING THE ARTIST RESIDENCY:

1. ASSES YOUR NEEDS:

Allow enough time to determine your site's needs and interest. Begin by talking with students, teachers, staff, parents and members of your community about residency ideas. Consider these questions:

- Why do you want to work with a professional artist?
- What art discipline do you want to explore?
- What part of your school's or organization's programming would link well with the residency
- How does this relate to your choice of artist?
- Are there ideas that could build connections with local organizations and businesses or community themes?
- What do teachers want from this experience?
- What do students want from this experience?
- In what ways will the artist benefit from this residency?
- Will this residency be innovative in any way?
- Who will benefit most from working with the artist you have selected? Or, what artist would be the best choice for the individuals being considered for participation in the residency?

2. SELECTION OF ARTIST:

- Residency sponsors (usually the residency coordinator) should interview potential artists either from the Commission's [Artist Roster](#) or other artists (artists do not have to be on the roster in order to participate in a residency) prior to making a final decision. The benefit from choosing an artist from the *Artist Roster* is that the Commission has pre-screened the artists to ensure that the artist(s) will have the required educational background and previous experience to participate in a successful residency.
- The Artist Roster is available from the Commission's website: www.arts.virginia.gov . The selection of an exceptional professional artist is critical to the success of each artist residency
- In addition to interviewing the artist, applicant sponsors are encouraged to speak with representatives of schools where the artist(s) served previously (contact the Commission for contact information of previous residency sponsors) and provide the school with a sample lesson plan which describes specific residency activities for the various participants.
- Artists selected to participate should be involved in planning the residency activities and should be available to assist the sponsor with the grant application to the Commission (they are not however responsible for the preparation of the application itself).

3. PREPARING A BUDGET:

Generally, the Virginia Commission for the Arts will award grants of no more than 50% of the cash cost of the residency. First-time applicants, however, may apply for up to two-thirds (2/3) of the cash cost of the residency. **Non-cash or in-kind contributions are not allowable as part of the match in this program.** Residency program budgets should be planned carefully; applicants should not request more funding than needed. Funding will not be "rolled over" from one year to the next. Failure to notify the Commission of changes in any aspect of the budget can result in the loss of funding and/or jeopardize future grant awards.

Eligible residency expenses:

- Salary for the artist (fees are negotiated directly with the artist)
- Materials for the artist's workshops
- Materials for workshop participants
- Travel and housing for the resident artist (at the standard rate per mile)
- Honorarium for the artist for one on-site, pre-residency planning day (during the fiscal year of the grant)
- Artist Residency Program documentation (slides, audio or video cassette, anthology)

NOTE: Do not include any other expense items in your proposed budget. Administrative expenses are **not** allowable in this program. Commission funding and local matching funds are restricted and can be used for eligible expenses only. Funds from other Commission grant award programs may not be used to match any portion of residency income. Sponsors must be able to provide documentation regarding the use of any funding designated for this program.

Please keep copies of all receipts for residency materials, payments made to resident and visiting artists, travel expenses for the artist(s), etc., on file. Each artist must be part of the planning team or committee so that the site will have the information needed to develop an accurate/appropriate budget as well as develop a comprehensive residency program.

4. ENSURE THE BASIC REQUIREMENTS ARE MET:

Artist Residencies must include the following components at each site:

- **Core Group Workshops** – a small group of interested students who work with the artist each day of the residency to receive intensive training
- **General Workshop** – larger student groups, school-wide lecture/demonstrations, presentations, performances
- **Teacher Workshop** – at least one formal workshop conducted by the artist for the faculty and staff either before, during or following residency. The teacher workshop provides a forum for ideas, the development of arts programming beyond the residency and planning for future residencies. All teachers and staff members should be encouraged to participate in the workshop. Resource materials prepared by the residency artist(s) should be made available to the teachers/staff to aid them in the development of classroom and follow-up activities. In addition to attending the workshop specifically designed for faculty/staff, classroom teachers must be present during **all** residency activities involving their students. The artist should not be expected to be responsible for student discipline.

- **Studio Time** – *For residencies of ten days or more*, each artist must be provided with on-site studio time – up to 50 percent of the total time – at each site for personal work during the residency. Although it can be interesting for students and faculty to be able to observe artists during the studio time component, it may not be practical or useful depending upon the artistic discipline. Artists need not be accessible to students and faculty during the studio time component. Studio time, however, must take place at the school during the regular school day.

5. PROGRAM EVALUATION & ASSESSMENT:

It is important to evaluate the effectiveness of the residency program. The purpose of evaluation is to determine the significance or worth of the residency program including strengths and weaknesses. A well-planned residency evaluation will provide a comprehensive profile of the goals and objectives of the residency as well as the results and effectiveness of the residency. The residency program evaluation must be an integral part of the residency. The final report will request information about the effectiveness of the program. Thus it is important to plan evaluation methods.

A comprehensive evaluation would include assessment to determine student learning and growth. The process of assessment should test student understanding of the residency activities and the ability to utilize and apply the information, and it should identify changes in ability or behavior as a result of the educational experience. Assessment can be done through a variety of tools and methods ranging from informal to formal: student journals, observation, controlled observation, portfolios, pre- and post-testing, etc.

Residency or project documentation such as videotapes, portfolios, journals, photographs, web site content, anthologies, lesson plans, etc., is essential for planning and archival use, as well as for future use as instructional material.

To ensure a long-term, sustained impact on instruction and the school community a planning team should develop follow-up lessons, activities and educational strategies designed to build on the content and outcomes of the residency or project.

EVALUATION TIPS:

- Monitor the entire program and process (including planning and follow-up) by making thorough evaluations of every step.
- During the project, focus your goals and student outcomes by communicating regularly with the artist to evaluate the program's success. Make adjustments as needed.
- Conduct a midpoint meeting with the artist to review outcomes, evaluate strategies, and revise as needed.
- Help students and other participants focus on the program's goals. Watch and listen for clues as to how the program might be made more successful. Consider keeping an informal written log of your observations.
- Talk regularly with teachers to ensure they are cooperating with the artist or consultant to achieve established program goals and objectives.
- Schedule a final brainstorming session with the artist, members of the planning team, participating teachers, and students. Review the program and identify its strengths and weaknesses.
- Ask an administrator, teacher, or other individual to conduct an evaluation from an outsider's perspective. This often turns up surprising and useful information!

- Collect written, visual, and verbal evaluations from other participants in your project. Keep a file of this information, as well as the artist's evaluations and any outside evaluations for future reference.
- Complete the Final Report while events are still fresh in your mind. Be sure to submit the report within 30 days of the end of the program.
- Offer materials such as press releases, photos, DVD's or student work samples to the Commission.

6. ENSURE AVAILABILITY OF REQUIRED FACILITIES & EQUIPMENT:

- Space requirements for demonstration of the artist's personal work and for the artist to work with students/teachers and other participants
- Equipment requirements for the artist/discipline such as stereo, tuned piano, slide projector, etc. (consult with the artist selected prior to submitting the application to the Commission)
- A space which can be locked for the artist to keep personal belongings and materials and a private office area for consultations/personal work and belongings
- Performance/rehearsal space of adequate size with wooden floors
- Technical needs (lighting, sound system, space, make-up, costumes, etc.)

7. WRITE AND SUBMIT THE APPLICATION BY THE DEADLINE

- Once all the components have been put in place, write the application and submit to the Virginia Commission for the Arts by the published deadline.
- Applications will be reviewed by a state-wide panel (check website to find out who is on the panel and when the panel will meet). Try to attend the panel meeting.
- Applications will be reviewed based on the following criteria (in order of importance):
 - Clarity of the program description
 - Residency planning and evaluation
 - Integration of residency components with existing arts curricula
 - Cost-effectiveness of the residency
 - Administrative ability of the local on-site coordinator

8. FINAL REPORTS

Final reports must include cash income and expenses, statistics, information concerning residency sites, artist and sponsor evaluations, preferably photos of the residency, and other information as requested. Non-cash income/expenses may also be reported to the Commission but non-cash contributions may not be included as any part of the local match.

Sponsors will not receive the balance of the Commission award until all final report and evaluation forms have been submitted, reviewed, and approved by the Commission. Future grant awards may be jeopardized if final reports are not submitted to the Commission. Final Reports are due no later than June 15.

Final report forms are available on the Commission website here:

<http://www.arts.virginia.gov/forms/artsed/artresidency.html>

CHECKLIST:

- Read the grant guidelines
- Gather a planning committee
- Assess your needs
- Interview and select the residency artist
- Determine student "core group" participants. This group works with the artist each day of the residency (minimum length of residency is three days).
- Submit grant application to the Virginia Commission by the April 1, 2008 deadline.
- Once a grant is received, set up a pre-residency planning day (during the fiscal year of the grant award and prior to the residency) to discuss and finalize the residency plan, goals, strategies and implementation/assessment and evaluation components as well as other application information and residency components to ensure program supplements the school's program of regular arts education instruction.
- Finalize and confirm the schedule in order to ensure sufficient time for the students, teachers, and artist(s) to work together, and for adequate studio time for the artist(s) to develop and pursue personal work (if residency is longer than 10 days).
- Develop and schedule teacher workshop (at least one) as a required component of the residency.
- Arrange for a faculty orientation to introduce the artist and residency program concept to the school and community.
- Prepare and distribute publicity materials/press releases
- Inform the Arts in Education Coordinator at the Virginia Commission for the Arts of the schedule, especially of any events for the public.
- Ensure the professional treatment of the artist

- Assist with travel and housing arrangements for artist as needed
- Monitor the entire program and process (including planning and follow-up) by making thorough evaluations of every step.
- If possible, take pictures of the artist working with the students/teachers/public and share with the Commission.
- Submit final report to the Commission no later than June 15th.
- Convene the Artist in Residence Planning Committee to consider next steps and develop follow-up plans to extend or deepen the residency experience.
- Survey interested future participants and staff about their ideas for follow-up experiences, other disciplines and artists.
- Remember to thank individuals and organizations that contributed to the success of the residency, especially state legislators, school board and city council members, parents, media representatives and funders.
- Offer to mentor others in your school district, organization, and community who want to learn more about sponsoring a residency.
- Celebrate your success! Let your supporters and workers know that the residency was a positive experience because of their contributions.
- Share information or present a workshop on the residency experience during a future professional conference or in-service.

CHANGES TO RESIDENCY PROGRAM:

Any changes in residency activities as described in the original application (budget, artistic personnel, on-site coordinator(s), scheduling, etc.) must be approved by the Commission **prior to the beginning of the residency**. The request for approval of the change(s) must be submitted in writing and must include all necessary information for proper evaluation of the request. Non-compliance with this policy, or any other policy of the Commission, can result in loss of funding.

FOR THE ARTIST

ELIGIBILITY:

- Any professional artist that meets the requirement for the Artist Roster can participate in the residency program.
- The artist does not have to be a resident of Virginia.
- The Commission recommends the artist be on the Commission's [Artist Roster](#), however it is not a requirement.
- [Applications](#) to the Commission's *Artist Roster* are accepted throughout the year and are available on the Commission's website at www.virginia.arts.gov. If an artist is *not* on the *Artist Roster*, extensive materials will have to be submitted with the residency sponsor's application to the Commission. The advantage of being on the Artist Roster is that the artist will already be pre-approved to participate in a residency and residency sponsors are more likely to choose an artist on the roster.

PURPOSE:

The resident artist(s) serves as a catalyst in the creative process and as a resource for arts faculty/staff, general classroom teachers, and the community. Artists and residency sponsors should be aware that the resident artist's position is not for the purpose of teaching formalized visual art, music, dance, etc., classes but rather for creating art with the participants and sharing his/her perspective as a practicing artist. This program is designed to enhance the existing arts curriculum at the schools.

ASSESS YOURSELF:

- Examine your artistic process and professional goals to determine your readiness to work as an artist in residence
- Evaluate your ability to plan, organize and follow through. Residencies demand realistic planning from organized and dependable artists
- Consider your ability to communicate your artistic vision
- Determine minimum space and equipment needed to work in your art discipline
- Explore possible ideas for hands-on residency activities
- Begin to prepare publicity materials and promotional handouts that will help sponsors understand your creative work and art discipline
- Consider the environments that you like to work in and the people you like to engage in the creative process. Residency artists work in a variety of educational settings.

RESIDENCY REQUIREMENTS:

- The artist must be in residence for a minimum of *three full school days*. The Commission encourages residencies to be longer than the minimum as residency sponsors should ensure adequate time for each participant to be involved in the hands-on process of making art. This may be difficult to achieve during the short-term residencies.
- Prior to the sponsor's submission of the application to the Commission, the artist should meet with the Local Residency Coordinator(s) and other members of the planning committee to discuss the school's needs, prepare goals/strategies, program budget including materials, residency components, evaluation, in-service, participants, publicity, etc. (see the first part of this handbook for the sponsor).

- Details concerning the residency should be addressed after the sponsor has received written notification of funding from the Commission.
- Prior to the residency each artist should review the residency plan, confirm the availability of necessary consumable materials, confirm scheduling, etc.
- The artist should work with the Local Residency Coordinator and planning committee to develop press materials, a residency schedule, materials/supplies lists, residency program evaluation materials, etc.
- The artist should not be expected to handle administration for any aspect of the residency program. The Local Residency Coordinator is responsible for all residency program administration.

Artist Residencies must include the following components at each site:

- **Core Group Workshops** – a small group of interested students who work with the artist each day of the residency to receive intensive training
- **General Workshop** – larger student groups, school-wide lecture/demonstrations, presentations, performances
- **Teacher Workshop** – at least one formal workshop conducted by the artist for the faculty and staff either before, during or following residency. The teacher workshop provides a forum for ideas, the development of arts programming beyond the residency and planning for future residencies. All teachers and staff members should be encouraged to participate in the workshop. Resource materials prepared by the residency artist(s) should be made available to the teachers/staff to aid them in the development of classroom and follow-up activities. In addition to attending the workshop specifically designed for faculty/staff, classroom teachers must be present during **all** residency activities involving their students. The artist should not be expected to be responsible for student discipline.
- **Studio Time** – *For residencies of ten days or more*, each artist must be provided with on-site studio time – up to 50 percent of the total time – at each site for personal work during the residency. Although it can be interesting for students and faculty to be able to observe artists during the studio time component, it may not be practical or useful depending upon the artistic discipline. Artists need not be accessible to students and faculty during the studio time component. Studio time, however, must take place at the school during the regular school day.

ASSIST SPONSORS WITH GRANT APPLICATION:

Sponsors must select an artist before they submit an application to the Virginia Commission for the Arts. The artist should be involved in the preparation of the grant application (the artist should not be expected to handle administration for any aspect of the residency program including the grant).

- Help develop plans that are realistic , reflect your knowledge of the arts discipline and support the sponsor's projected residency goals
- Proceed with the residency only if you are available to complete the residency in the funding program year.
- Remember that your artistic vision should be reflected in the sponsor's application
- Request a copy of the sponsor's application

CHECKLIST:

- Meet with the Local Residency Coordinator(s) and other members of the planning committee to discuss the school's needs, prepare goals, strategies, program budget including materials, residency components, evaluation, in-service, participants, publicity, etc.
- Be familiar with the policies and procedures of the sponsoring site concerning fee payments, scheduling, facilities, etc.
- Review and sign the contract with the residency sponsor (keep a copy for your files)
- Verify the purchase of all necessary supplies for workshops and the availability of equipment/facilities with each Local Residency Coordinator prior to the beginning of the residency
- Work with each Local Residency Coordinator and the planning committee to confirm specific program activities for the core group(s), other student groups, faculty, and community
- Develop workshop presentations which include the discussion of cultural, historical and critical aspects of the art form as well as its production/performance
- Demonstrate the basic elements, principles and techniques of the art form in order to build a foundation for future involvement in the art form
- Provide opportunities for all participants to experience firsthand the creative and intellectual processes involved in the art form
- Develop a presentation (performance/exhibition) for the students/participants, staff and community
- Develop a presentation (with written materials) for a faculty/staff orientation session and the faculty/staff workshop
- Reserve adequate time to pursue individual work on-site when planning the residency program components
- Be available to assist the Local Residency Coordinator and arts teachers with planning and implementing arts education programming for the future

- Remain flexible and make every effort to adjust the schedule if necessary
- Complete/return the artist evaluation to the Commission by June 15.

Questions? Please Contact the Arts in Education Coordinator at the Virginia Commission for the Arts at 804-225-3132.

ASSISTANCE FROM THE COMMISSION:

The Commission's Arts in Education Coordinator is available to assist the artist and the residency sponsor. The staff maintains files on each of the current residency programs and maintains contact through regular correspondence, telephone calls, e-mail and site visits. The staff reviews residency materials for artists and sponsors. Commission staff will schedule site visits when possible.

The Commission can provide the following:

- Technical assistance/program information for sponsors and artists
- Assistance with residency planning and implementation including selection of artist
- Information about funding, residency coordinators, and resident artists for publicity purposes
- Assistance with communication between artists and residency program sponsors

PUBLIC RELATIONS:

Publicity can promote community-wide involvement in the activities of the residency and will stimulate interest in the artist, the art form, school activities, and the residency concept. Each sponsor should develop a press kit which includes a photograph of the artist working in a residency (if possible), a biography of the artist(s), a press release (with the local on-site coordinator specified), and an up-to-the-minute schedule of events which can be observed by members of the media. Information concerning the school's other arts education instruction may also be included in the press kit. Each Local Residency Coordinator is responsible for publicity, however the artist(s) and the Coordinator should work together to prepare background materials.

Contact the various arts/civic/service organizations in the community and note the public relations contact person for each group. Inquire about newsletters or other publications (and deadlines) the group publishes. Frequently they will publicize the residency program and/or offer to host the artist in a public presentation.

Each Local Coordinator should contact local newspapers, television and radio stations, local arts councils, service organizations, etc., before the residency begins. Keep the media apprised of the residency components and update the residency schedule as needed. Always inform the media in writing well in advance of deadlines. Be clear and concise in all press releases and include all pertinent points. The Commission can provide a list of print media in the school's region upon request.

The artist(s) might consider accepting opportunities to speak, demonstrate or show slides of personal work to the community. The artist should be familiar with all aspects of the residency and should work with the Local Coordinator to prepare any presentation.

An acknowledgement of the financial support of the Virginia Commission for the Arts, the National Endowment for the Arts, as well as other agencies, foundations, organizations and any individuals who have contributed to the residency program must be included in all public announcements.

Notify the media about all residency activities, events, performances/exhibitions, workshop sessions, etc. Each sponsor should prepare and send written materials to the media before scheduling a visit to the school or an interview with an artist. Background material regarding the artist's professional and residency experience, arts instruction at each school, school personnel, student participants, etc., should be prepared prior to the start of the residency program.

Submit all press releases and other press materials well in advance of the start of the residency program. Consider inviting members of the media to the first event, such as a faculty/staff/parent orientation. School board members, parent/teacher groups, school administration members, state officials, Commissioners, members of the General Assembly, etc., should be invited to all residency activities.

PUBLICITY CHECKLIST:

- **Acknowledge the financial support of the Virginia Commission for the Arts and the National Endowment for the Arts in all public statements, written materials, announcements (camera-ready logos in a variety of sizes are available upon request and on the Commission's web site) and web sites**
- Acknowledge all other sources of financial support
- Maintain a list of local newspapers and radio/television stations providing public service announcements and provide announcements in the proper format in a timely fashion
- Provide photograph(s) of the artist(s) and/or residency activities in press kits
- Develop several news releases that target particular audiences
- Invite members of the media to visit the site and interview the artist(s), students and teachers
- Develop a residency follow-up press release describing accomplishments, funding sources, community partnerships, success stories, etc.
- Keep a record of successful publicity efforts for future reference
- Find out how the public became aware of the program and cultivate these publicity avenues
- Do not underestimate "word-of-mouth" communication and encourage participants to share experiences

*We recommend inviting legislators, school board members, Arts in Education Advisory Panel members, Commissioners, Commission Staff and school officials to all events. Please visit www.arts.virginia.gov for a list of these individuals.

Artist Residency Program Sample Contract

This agreement encompasses the terms of the contract between the residency artist and residency sponsor. It includes the number of full school days and the dates of the residency; the number of hours per week scheduled for the required components of the residency: student workshops and core group workshops; teacher workshop(s); on-site studio time for each artist (if applicable); and public performances/exhibitions. The daily honorarium to be paid to the artist and the total fee paid to the artist, reimbursable travel expenses (if applicable), and maximum amount allowed for travel, consumable materials or supplies budget and conditions regarding the purchase of consumable materials or supplies, any other special requirements or circumstances of either the residency artist or the residency sponsor are addressed. A schedule of all activities is attached.

_____ and _____
(name of artist) (residency sponsor)

agree to the terms specified below and in any attachments:

- The artist will be compensated \$_____ for one on-site pre-residency planning day.
- The artist will be compensated \$_____ per full school day for _____ days.
(daily rate) (# of days)
- The artist's agreed upon total compensation is \$_____.
- The residency will begin on _____ and continue through _____.
(date) (date)
- Travel expenses of up to \$_____ will be reimbursed upon completion of all residency activities and submission of the residency sponsor's required travel expense report to the sponsor.

Commission-funded residencies must include the following components:

_____ (give number of sessions) Student Core Group Workshops (at least 3 sessions)
 _____ (give number of workshops) General Student Workshops
 _____ (give number) Teacher/Staff Workshop/s (at least one)
 _____ (give number) Public Activities (at least one)
 _____ / _____ (hours per day/per week) On-Site Studio Time for the Artist (only required if residency is 10 days or more)

Other agreed-upon activities include:

_____ Pre-Residency Planning Day

☐ A copy of the complete schedule of all residency components and activities is attached.
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The residency sponsor (Local Residency Coordinator) is responsible for the following:

- ☒ Scheduling All Residency Activities
- ☒ Purchasing Consumable Materials/Supplies
- ☒ Coordinating All Facilities
- ☒ Coordinating Payment(s) to Artist(s)
- ☒ All Residency Program Publicity
- ☒ Scheduling/Arranging Staff/Artist Orientation
- ☒ In-House Notice of Activities
- ☒ Expense/Income Documentation
- ☒ Preparing/Submitting Final Reports/Evaluation
- ☒ Complying With All Commission Policies

The residency artist and residency sponsor will not be held responsible for terms or conditions other than those included in this agreement.

(artist)

(signature of residency sponsor authorizing official)

(social security number)

(school/school division/organization)

(address)

(address)

(telephone number)

(telephone number)

(date)

(date)

NOTE: Both parties must keep a copy of the signed agreement on file. Contracts may not be executed with any artist who was not included in the original proposal as submitted to the Virginia Commission for the Arts. Changes in residency personnel, activities, use of funding, etc., may not be made without prior approval of the Commission.

Arts & Education Resources & Funding Opportunities

ArtsEdge

John F. Kennedy Center for the Performing Arts

2700 F Street, N.W.
Washington, D.C. 20566
202.416.8876 (fax)
www.kennedy-center.org

Arts Education Partnership

Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431
202.326.8693
202.408.8076 (fax)
www.aep-arts.org

Association for Supervision & Curriculum Development

1703 North Beauregard Street
Alexandria, VA 22311-1714
703.578.9600
703.575.5400 (fax)
info@ascd.org

Association of Teaching Artists

<http://www.teachingartists.com>

Brain Connection

Scientific Learning, Inc.
300 Frank H. Ogawa Plaza, Suite 500
Oakland, CA 94612-2040
www.brainconnection.com/

Beazley Foundation

3720 Brighton Street
Portsmouth, VA 23707
757/ 393-1605
<http://www.beazleyfoundation.org>

Council of Chief State School Officers

One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431
202.408.5505
202.408.8072 (fax)
<http://www.ccsso.org/>

Education Commission of the States

700 Broadway, #1200
Denver, CO 80203-3460
303.299.3600
303.296.8332 (fax)
<http://www.ecs.org/>

Education Testing Service

Office of State & Federal Relations
1800 K Street, N.W., Suite 900
Washington, D.C. 20006
202.659.0616
202.659.8075 (fax)
DCO@ets.org
www.ets.org

Foundation Center (Washington, D.C.)

1627 K. Street, N.W., Third Floor
Washington, D.C. 20006-1708
202.331.1400
202.331.1739 (fax)
<http://fdncenter.org/>

George Lucas Educational Foundation

P.O. Box 3494
San Rafael, CA 94912
415.507.0399
415.507.0499 (fax)
edutopia@glef.org
<http://www.edutopia.org/>

Mid Atlantic Arts Foundation

201 North Charles Street, Suite 401
Baltimore, MD 21201
410.539.6656 (voice)
410.539.4241 (tdd)
410.837.5517 (fax)
maaf@midatlanticarts.org
<http://www.midatlanticarts.org/>

Music Educators National Conference

The National Association for Music Education
1806 Robert Fulton Drive
Reston, VA 20191
800.336.3768
703.860.4000
www.menc.org

National Art Education Association

1916 Association Drive
Reston, VA 20191-1590
703.860.8000
703.860.2960 (fax)
<http://www.naea-reston.org/>

National Assembly of State Arts Agencies

1029 Vermont Avenue, N.W., Second Floor
Washington, D.C. 20005
202.347.6352
202.737.0526 (fax)
nasaa@nasaa-arts.org
<http://www.nasaa-arts.org/>

National Association of Elementary School Principals

1615 Duke Street
Alexandria, VA 22314
800.386.2377
703.684.3345
naesp@naesp.org
<http://www.naesp.org/>

National Association of State Boards of Education

277 South Washington Street, Suite 100
Alexandria, VA 22314
703.684.4000
703.836.2313 (fax)
boards@nasbe.org
<http://www.nasbe.org/>

National Center for Education Statistics

1990 K Street, N.W.
Washington, D.C. 20006
202.502.7300
<http://nces.ed.gov/>

National Dance Association

1900 Association Drive
Reston, VA 20191
703.476.3421
703.476.9527 (fax)
<http://www.aahperd.org>

National Endowment for the Arts

1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202.682.5400
202.682.5430 (TT)
<http://www.arts.gov/>

National PTA

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611
312.670.6782
800.307.4782
312.670.6783 (fax)
<http://www.pta.org/>

New Horizons for Learning

The Building
P.O. Box 15329
Seattle, WA 98115
206.547.7936
206.726.0218 (fax)
<http://www.newhorizons.org/>

Norfolk Southern Foundation

P. O. Box 3040
Norfolk, VA 23514-3040
757-629-2881
deborah.wyld@nscorp.com.
<http://www.nscorp.com>

The Norfolk Foundation

One Commercial Place, Suite 1410
Norfolk, VA 23510-2103
Phone: 757-622-7951
Fax: 757-622-1751
<http://www.norfolkfoundation.org>

President's Committee on the Arts & Humanities

1100 Pennsylvania Avenue, N.W., Suite 526
Washington, D.C. 20506
202.682.5409
202.682.5668 (fax)
pcah@pcah.gov
<http://www.pcah.gov/>

Project Zero

Harvard University
Graduate School of Education
124 Mount Auburn Street, Fifth Floor
Cambridge, MA 02138
617.496.7097
617.495.9709 (fax)
<http://pzweb.harvard.edu/>

Six Seconds

Emotional Intelligence Network
316 Seville Way
San Mateo, CA 94402
650.685.9885
650.685.9880 (fax)
staff@6seconds.org
<http://www.6seconds.org/>

U.S. Department of Education

400 Maryland Avenue, S.W.
Washington, D.C. 20202-0498
800.USA.LEARN
800.872.5327
www.ed.gov

Virginia Foundation for the Humanities

145 Ednam Drive
Charlottesville, VA 22903
434/296-4714
vfinfo@virginia.edu
<http://www.virginiafoundation.org>

Virginia Department of Education

P.O. Box 2120
Richmond, VA 23218-2120
804.225.2881 (fine arts)
<http://www.pen.k12.va.us/>

Virginia Museum of Fine Arts

Center for Education and Outreach
2800 Grove Avenue
Richmond, VA 23221
804.204.2665
<http://www.vmfa.state.va.us/LearnMore.html>

Wolf Trap Institute for Early Learning Through the Arts

1624 Trap Road
Vienna, Virginia 22182
703.255.1933
800.404.8461
education@wolftrap.org
<http://www.wolf-trap.org/institute/>

Virginia Arts Education Association

<http://www.vaea.org/>